

**GRADE:** 4th - Adult  
**TIME:** 1/2 - 1 hour  
**SEASONS:** Spring, Summer, Fall

## **SPECIAL PLACE**

### **National Science Teaching Standards**

- A.** Science as **INQUIRY**
- C.** **LIFE** Science
- E.** Science **TECHNOLOGY**
- F.** Science in **PERSONAL** and **SOCIAL PERSPECTIVE**
- G.** **HISTORY** and **NATURE** of Science

### **Objective:**

- Students will develop observation and communication skills, and experience a short time of solitude in nature.
- Using all of their senses students will discover the habitat around them.

### **Pre Activity:**

- Find a Special Place in your classroom or on the school playground. Fill out the “Special Place” worksheet. Keep to use in a comparison of your Special Place at Springbrook.

### **Equipment:**

- 1 per student:
  - Clipboard
  - Worksheet
  - Pencil

### **Procedure:**

1. Hand out the equipment and explain that students will be looking for a special spot along the trail where each person can sit quietly **alone** and record their observations on a worksheet. Emphasize that they A) need to stay seated in one place, and B) not talk.
2. Take the group along a trail allowing student to each choose a special place. \*You may need to provide guidance in spacing between students to keep them far enough apart to discourage talking, yet close enough to easily regroup at the end of the quiet time.
3. Bring the student together in a circle, and encourage them to share their observations and feelings.

### **Post Activity:**

- A Picture is Worth 1,000 Words: Find a picture in a nature magazine, on the internet or use a classroom text or better yet a picture taken at Springbrook. As individual, partners, or small

group, write as many words as you can to describe the habitat, animals, etc. of the picture. Pass the picture to another group and you receive a new picture. You and your group add as many as words as you can to the new habitat picture. Continue on. You may not get 1,000 words for each picture...but you will get a lot! Display pictures and words together and continue to add new words throughout the year or course of study.

- Compare your Special Place at school and the Special Place at Springbrook. Share your findings with group.

**Post Discussion:**

- How are the two environments different: urban (school) and nature (Springbrook)? What has caused some of the changes?
- Are these changes good, bad, both? Explain.
- How did your senses help you discover each environment?
- Which did you feel safer in? Explain.
- Describe the learning that goes on in each: outdoor classroom and indoor classroom.
- Explain how the environment affects your thinking, moods, learning, and feelings.



## Special Place Worksheet

Somewhere along the hike you'll find a special place that really appeals to YOU! LOOK FOR IT!

1. Describe where your special place is located. (How did you get there?)
2. Take a close look at your surroundings. Describe things that are found around your special place.
3. Why is this place special to you?
4. What things did you especially like about your special place?
5. What things didn't you like about your special place?
6. Close your eyes and listen carefully. What sounds did you hear? Which ones did you like and not like?
7. What are three things you want to find out more about in your "Special Place?"
  - a.
  - b.
  - c.
8. Use the back of the paper for any other comments, thoughts, and observations about your special place.